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**Acronyms Used in Narrative Text and Abstract for Title VI Application Center for European Studies**

**University of Wisconsin-Madison (Wisconsin)** ACTFL American Council on the Teaching of Foreign Languages AEFIS Assessment, Evaluation, Feedback, and Intervention System AEI American Enterprise Institute

APTLI Arabic, Persian, and Turkish Summer Institute ARL Association of Research Libraries

ASAS Area Studies Alumni Survey

AY Academic Year

BTAA Big Ten Academic Alliance

C&I Department of Curriculum and Instruction CALS College of Agricultural and Life Sciences CCGA Chicago Council on Global Affairs

CES Center for European Studies (Title VI NRC, Wisconsin)

CGES Center for German and European Studies (DAAD Center, Wisconsin) CTLM Center for Teaching Learning and Mentoring

CIC Consortium on International Cooperation

CMN College of the Menominee Nation (Minority-Serving Institution) CREECA Center for Russian, Eastern Europe, and Central Asia

DAAD German Academic Exchange Service

DDEEA Division of Diversity, Equity, and Education Achievements

DPI Wisconsin Department of Public Instruction (State of Wisconsin) EFC Expected Family Contribution

EO/AA Equal Employment Opportunity

ES European Studies (at Wisconsin)

EPS Educational Policy Studies

EUI European Union Institute

FAFSA Free Application for Federal Student Aid

F&I Department of French and Italian (at Wisconsin)

FIG First-Year Interest Groups (at Wisconsin) FLAC Foreign Language Across the Curriculum FLAS Foreign Language and Area Studies

GEPA General Education Provisions Act GLOWS Global Learning Outcomes at Wisconsin GLS General Library System

GN&S Department of German, Nordic, and Slavic

Grad School Office for the Vice Chancellor for Research or Graduate Education (OVCRGE) HEA Higher Education Act

IB International Business

ID International Division (at Wisconsin)

ILC International Learning Community

IRIS Institute for Regional and International Studies (at Wisconsin) IS International Studies major (at Wisconsin)

JMEUCE Jean Monnet European Union Center of Excellence (at Wisconsin) LACIS Latin American, Caribbean & Iberian Studies

L&S College of Letters and Sciences (at Wisconsin)

LCTL Less Commonly Taught Language

LI Language Institute (at Wisconsin)

LTI Language Testing International

MC Madison College

MCFR Madison Council on Foreign Relations MENA Middle East and North Africa

MITA Madison International Trade Association MSIs Minority-Serving Institutions

NCSSFL National Council of State Supervisors for Languages NEH National Endowment for the Humanities

NIH National Institute of Health

NRC National Resource Center

NSF National Science Foundation

OPI Oral Proficiency Interview

P&LA Planning and Landscape Architecture

PFMP Professional French Masters Program

PLATO Participatory Learning and Teaching Organization

ROTC Reserve Officer Training Corps Wisconsin SAI Student Aid Index

SLA Second Language Acquisition (Ph.D. Program, at Wisconsin) SoE School of Education (at Wisconsin)

SSRC Social Science Research Council

STEAM Science, Technology, English, Arts, and Mathematics SWEPT Standardized Wisconsin Evaluation Program for Title VI TA Teaching Assistant

USED U.S. Department of Education

VA Veteran’s Association (of Wisconsin) Wisconsin University of Wisconsin-Madison WAA Wisconsin Alumni Association

WAFLT Wisconsin Association for Foreign Language Teachers

WARF Wisconsin Alumni Regional Foundation (Wisconsin’s patent office) WCSS Wisconsin Council for the Social Studies

WEDC Wisconsin Economic Development Corporation WILCC Wisconsin Initiative on Law and Climate Change WIRC Wisconsin International Resource Consortium WISc Wisconsin International Scholars Program WISLI Wisconsin Intensive Summer Language Institutes WLRI Wisconsin Language Roadmap Initiative

WTCS Wisconsin Technical College System

# Criterion A: Commitment to the Subject Area:

**University's Financial and Other Support.** The University of Wisconsin-Madison (Wisconsin) is a public land-grant university ranked 31st in the world and 21st in the United States in Academic Ranking of World Universities 2021 (42nd overall in 2021 *US News & World Report*, 14th for top public colleges). As of October 2021, Wisconsin has 2,180 tenured, or tenure-track faculty, and over 11,000 academic and instructional staff. In 2020, 45,540 students were enrolled full time. European Studies (ES) is the primary administrative unit for

the Western Europe world area and has 184 faculty affiliates across campus including the professional schools. ES has hosted centers and grants since 1998 from the European Delegation RELEX (EU External Relations), the European Commission (Erasmus + Jean Monnet), the German Academic Exchange Service (DAAD), and the Center for European Studies National Resource Center (CES, or the NRC). ES coordinates classroom activities, research and outreach; its faculty leadership directs programming determined by thematic focus, discipline and language focus, expertise, professional school affiliation, and K-14 outreach. ES has campus, state, national, and even international presence.

Total Wisconsin support for ES last fiscal year was $28.7 million (Table A.1), covering 99% of all costs associated with ES. The Wisconsin International Division (ID) is the main

administrative home of CES/ES, hosting Wisconsin's 9 area studies programs, study abroad, and international student and scholar services. The ID dedicated $8,138,050 to ES and other area studies units last year for direct salary support of personnel doing public and government relations, human resources, internship and study abroad management, etc. This permanent infrastructure aside, grant funds, especially Title VI, are critical to ES interdisciplinary initiatives aimed at local and regional teachers. They also augment training for

graduate and undergraduate students, and widen CES's provision of outreach to business, media, and government.

|  |  |
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| Table A.l: Wisconsin Support to ES, Annual Budget 2020-2021 | |
| International Division staff overhead (Dean's office, internships, study  abroad, IRIS, International Student Scholars’ Services) | $8,138,050 |
| Library staff in ES | $760,645 |
| Library acquisitions in ES | $1,008,500 |
| 59 core non-language ES faculty | $6,089,508 |
| 64 core language ES faculty | $5,222,528 |
| Named ES professorships (Graduate School) | $1,403,000 |
| WARF faculty flexible research funds | $1,507,000 |
| Study abroad scholarships (2019-2020, pre-pandemic year), Western Europe only | $518,600 |
| Graduate student support in ES | $3,870,500 |
| CGES/Jean Monnet EUCE graduate student fellowships | $215,000 |
| TOTAL | $28,733,331 |

**Teaching Staff for Subject Area.** Wisconsin pays 100% of salaries and benefits for 59 core ES non-language faculty ($6.08 million) and 64 core ES language faculty ($5.22 million), including 8 new ES faculty (3 core language and 5 core non-language: Barnes, Bloch, Mier- Cruz, Roos, Spaulding, Stern, et.al.) hired in 2018-22, building on 12 hired in 2014-18.

University resources provide more than 99.7% of salaries and benefits for ES. **Library Resources.** In 2020-21, Wisconsin devoted $760,645 to pay 100% of benefits and salaries for 4 full-time European bibliographers and a percentage of the time of 5 full-time cataloguers. Upwards of $1,008,500 was spent on ES acquisitions. These costs compose more than 99% of costs linked to maintaining and building the ES collection (see Criterion F). **Linkages with Institutions Abroad.** Exactly 2,547 Wisconsin students participated in study abroad in 2018-19, and 1,602 in 2019-20 (sources: Annual Open Doors Reports on International Educational Exchange), including 253 graduate/professional students. Sixteen Western European countries attracted 872 (47.5%) of study abroad participants in 2018-19, a year when Wisconsin had the largest participation in semester-long study abroad among US public universities, and the 4th largest long-term participation among US institutions

(Table A.2). Wisconsin currently offers 215 study abroad options, 70 of which are in Europe across 18 countries, nearly all of which will resume when the pandemic recedes. While the pandemic had disrupted study abroad, the rapid creation of virtual programs ensured half of the cohort finished their term in 2019-20. Half of the usual offerings took place in 2020-21, also virtually when necessary. Wisconsin’s ID has also developed a cutting-edge internship abroad program for students. From 2010-21, 251 undergraduates interned in Western Europe, more than half of all internships in that time frame; most interns in Western Europe are affiliated with STEM programs with stipends/support (e.g., Austrian Int’l Atomic Energy Agency, Siemens). The Internship survived the pandemic by devising significant numbers of virtual internships, esp. in Spring/Summer 2021.

|  |  |  |  |
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| Table A.2: Study Abroad Participation (source: Annual Wisconsin International Academic Programs report, online) | | | |
| **2018-19** | | **2019-20** | |
| Freshman | 19 | Freshman | 0 |
| Sophomores | 58 | Sophomores | 19 |
| Juniors | 552 | Juniors | 402 |
| Seniors | 1057 | Seniors | 989 |
| Masters | 66 | Masters | 70 |
| Graduate | 82 | Graduate | 35 |
| Total Students Abroad | 1834 | Total Students Abroad | 1515 |
| *Students in West Europe* | *872* | *Students in West Europe* | *940* |
| Total Countries | 68 | Total Countries | 59 |
| *Western European Countries* | *16* | *Western European Countries* | *19* |

**Outreach Activities.** From September 2018 to December 2021, CES, in cooperation with ES, held 248 outreach events in all Title VI mandated areas (campus, K-14, media, business, general public); non-CES funds cover 90% of general outreach costs but NRC funds cover 85% of K-14 activities. The Institute for Regional and International

Studies (IRIS), the faculty and academic staff governance committee of Wisconsin's 9

area studies centers, provides CES with associate director, student and career advising, fellowship, HR, financial management, and personnel costs. **Qualified Students in**

**Fields Related to the Center.** Between Fall ‘18 and Summer Session ‘21, 2,695 undergraduate degrees were granted to students with ES affiliated majors, 15 or more credits in ES (120 required for B.A., 30-40 credits for a major). During that same period, 174 MA and PhD students finished their degrees in ES. In 2019-20 as in the previous 4 years, 65% got merit and/or need-based financial aid. Wisconsin undergraduates receive high levels of support; of 2019-20’s 31,726 undergrads, 65% received support. ES undergraduates going to Western Europe received nearly $520,000 in Wisconsin scholarship support, excluding financial aid, in 2019-20. Graduate student support is extensive including University, Chancellor, Advanced Opportunity (for minority students), Vilas, and Wisconsin Distinguished Graduate Fellowships. In 2019, Wisconsin provided ES graduate students with support in the form of fellowships, teaching and research assistantships, and special research grants (Dana-Allen Dissertation, Graduate School, and Mellon-Wisconsin Fellowships; IRIS Area Studies Awards (not including Foreign Language Area Studies, (FLAS)) totaling $3,870,500 in stipends, benefits, and tuition waivers. The Center for German and European Studies (CGES) and Jean Monnet European

Center of Excellence (JMEUCE) graduate student fellowship support, matched by the

Graduate School, College of Letters and Sciences (L&S), German and ID for 2019-21, amounted to $215,000 (3-36-month awards, plus 8 travel/tuition awards). The ID made 74 competitive Grad Awards available for students intent on internationally-focused PhD work in 2018-21 (Boren, Scott-Kloeck Jensen, IRIS Field Work), and 59 undergraduate research paper prize awards.

In short, CES has a permanent, superior administrative and expert base upon which to build further capacity and expertise in language and area studies on campus, sharing these resources

with our faculty, students, and through creation of teacher training activities developed for K- 12, Minority Serving Institutions (MSIs), and community and tribal colleges. This will be accomplished with strict adherence to promoting a diversity of viewpoints and the fostering of dialogue on themes and issues of national need.

# Criterion B: Quality of CES Language Instructional Program

1. **Extent of instruction and enrollments:** Wisconsin is a nationally and internationally recognized powerhouse in language education, considered the 2nd-most innovative US campus in foreign language study by Best Colleges, a position held since 2010. In 2016-17, it awarded the highest number of BA degrees in Foreign Languages (1st in Romances, 2nd in French, 6th in German) [sources: Chronicle of Higher Ed 2016-17, last official report, 2019 re-edition]. Wisconsin has the nation's highest number of undergraduate foreign language majors when 1st and 2nd majors are taken into account (source: USED Institute of Education Sciences Integrated Postsecondary Education Data System, 2015-16). There are 13 western European languages consistently offered at undergraduate and graduate levels (Arabic, Danish, Dutch, Finnish, French, German, Icelandic, Italian, Norwegian, Portuguese, Spanish, Swedish, Turkish/Azeri).

German & Dutch, established in 1890, has the 3rd-largest number of full-time faculty and teaching assistant (TA) positions in the US (after Michigan, UT-Austin), the 2nd-largest number of graduate students (with Duke, Indiana), and is tied with Chicago for the highest number of PhDs produced (source: Big Ten Academic Alliance, or BTAA, 2021). The Portuguese section of Spanish & Portuguese ranks in the top 3 nationwide with Brown and UC Santa Barbara. The French section of French & Italian, the largest grantor of PhD degrees in the US, was ranked 10th overall in the 2010 NRC report and 4th in the "Larger

Program" category behind Duke, Michigan, and Penn State. Italian programs are not officially ranked; unofficially, Wisconsin ties at 3rd or 4th place in North America (with Toronto, UCLA, NYU), produces the most PhDs, and places all of them. Wisconsin ensures that Turkish is taught through the 2nd year; CES co-finances summer intensive 3rd-year Turkish/Azeri language program, which hired new tenure-track faculty (Erbil) in 2020. **Less and Least Commonly Taught Languages (LCTLs).** Wisconsin is 1 of 4 US universities to offer instruction in all Scandinavian languages, 1 of 7 who offer Finnish, and 1 of only 4 who offer Icelandic. Our Dutch program is the largest in the country: 99 students enrolled in Dutch in 2020-22. Italian enrolled 1,057 students in 2020-22. Enrollments in Danish and Swedish are stable and strong, but those in 1st to 4th semester Norwegian maintain sustained growth: 143 in 2015-17, up to 190 for 2020-22. In 2020-22, 61 took similar levels of Swedish,

51 of Danish.

In the past decade, CES seed money helped faculty (Dubois, Trotter) explore distance teaching of Finnish and Modern Irish through Michigan State and Wisconsin-Milwaukee partnerships. Finnish took place through distance- and blended-learning modalities through the Consortium on International Cooperation (CIC), before the pandemic necessitated wholescale virtual methods. Past CES funds seeded creation of International Learning Community (ILC) undergraduate language floors devoted to LCTLs. Student enrollments for 2021-22 were 5 for *Baytunaa* (Arabic), 3 for *Norden Floor* (Norwegian/Swedish), 29 for *Residencia de Estudiantes* (Spanish), and 13 for *Stockwerk Deutsch* (German). Historical figures show steady growth: overall enrollments are *Stockwerk Deutsch,* 165 since 2002; *Piazza d'Italia,* 60 from 2005-16; *Baytunaa,* 56 residents since 2006; *Norden Floor,* 65 since 2007. Residence floor enrollment nearly tripled in 2021-22 (89), in quick recovery from the 2020 pandemic year (34).

Heritage foundation funds augment ILC staffing costs for the Norden Floor (Swedish, Norwegian); former CES director Brantly has amassed over a ¼ million dollars from foundations and the Nordic Council, proving the valuable seed funding effect of NRC support. The French House has offered the same ILC experience off campus since 1918; in 2020-21, there were 18 residents, and 26 in 2021-22.

NRC funds will further strengthen LCTLs on campus, particularly in development of instructional opportunities for intensive summer acquisition of Turkish, Swedish, Norwegian, Danish, Finnish, and Sámi. With CES and the Wisconsin Intensive Summer

Language Institutes (WISLI), Dubois (Chair, German, Nordic, and Slavic+ [GN&S]) plans

nationwide summer intensive instruction of elementary Nordic languages. The primary objective will be promoting diversity of the student body in graduate level MA and PhD- level Nordic languages and area studies, or “Norden-Sommar” (see Criterion I).

**Student Enrollment in Language Courses.** For the 13 Western European languages offered, 277 courses were taught in 2020-21, some of which have multiple sections, 701 total sections were taught, including 23 sections of German One, 22 of Italian One, etc. A total of 12,690 students enrolled, including very strong showings in LCTLs (Italian, 1,057; Nordic 481; Dutch, 99; Turkish, 72). Maximum enrollment allowed for any one course is 24. **Levels of Language Training.** We offer regular instruction at all levels (1-4, or higher) in 11 of the western European languages listed above (except Icelandic, Finnish). There are MA and PhD programs in all these languages, except Dutch, whose students pursue their advanced degree through German. One third of full-time graduate students in the innovative Second Language Acquisition (SLA) PhD program concentrate on European languages (est, 2002, Chair Chavez [GN&S]).

1. **Language Levels, Courses in other Disciplines:** CES specializes in offering language practice to culture classes. Foreign Language Across the Curriculum (FLAC) students follow lectures in English and take one-credit discussion sections in which all reading, writing, and speaking is done in the targeted European language with prepared TAs. CES has developed over 25 FLAC sections, in German, French, Italian, Portuguese, Swedish, Norwegian, and Arabic, all taught in conjunction with social sciences and humanities courses (Table B.1).

|  |  |
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| Table B.1 CES FLAC Trailer Sections for First-Year Interest Groups and STEM Constellations | |
| **2018-19** | Cultural Studies of the Iberian Crisis (Portuguese); The “New” German Problem (German) |
| **2019-20** | Migrants/Refugees in Germany and Beyond (Turkish); Multilingualism in the EU (French) |
| **2020-21** | Dutch [In]Tolerance (Dutch); Italian Immigrant Literature (Italian) |
| **2021-22** | Turkish Immigrant Cultures in Germany (German); New Nordic Identity and Populism (Norwegian) |

Wisconsin's Western European language departments have a longstanding commitment to innovative teaching and have strengthened their distinguished faculty. In 2020-21, 74 faculty and 101 TAs taught courses in or about Western European languages, literatures, and cultures (Table B.2).

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| Table B.2 Foreign Language Faculty & Teaching Assistants in W. European Languages (2020-21) | | | | | | | |
|  | French | German/Dutch | Italian | Portuguese | Nordic | Spanish | Total |
| Faculty | 14 | 20 | 7 | 1 | 11 | 21 | 74 |
| TAs | 20 | 16 | 18 | 6 | 7 | 34 | 101 |

1. **Performance-Based Language Pedagogy Training:** Wisconsin faculty and departments provide European language TAs with extensive pre- and in-service training, mentoring and support. Graduate methods courses for languages are grounded in current theories of SLA, incorporating nationally-recognized frameworks such as the World Readiness Standards for Learning Languages, American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, and National Council of State Supervisors for Languages Can-Do Statements for Intercultural Communication. All departments and programs, including GN&S and WISLI, use the services of Language Testing International (LTI), the exclusive licensee of

ACTFL; most offer qualified Oral Proficiency Interview (OPI) testers. French is pioneering the “multiliteracies pedagogy” approach under Allen, an SLA expert. Language departments featuring German, French, Italian, Nordic, and Portuguese also have dedicated faculty pedagogy appointments, typically at 25-50% time, that shape their language programs (Chavez, Eadie, Mellor, Rao, Schueller).

1. **Resources for Language Teaching, Practice, Proficiency:** ES faculty participate in an annual 2-day pre-service, cross-departmental workshop for new TAs, which includes micro- teaching practice and mentoring in mixed-language groups facilitated by faculty. In addition, most TAs are required to enroll in foreign language teaching methodology courses; they also must participate in Language Institute (LI) training sessions each year. In all departments, TAs must demonstrate oral and written proficiency in the language they will teach. L&S Learning Support Services offer innovative techniques for blended courses and the promotion of language use in and outside the classroom. Obviously, the pandemic necessitated a wholescale re-engineering of modalities, and all instructors were given direct tutelage and week-long workshops in Advanced Methods of Virtual Learning (Provost’s Office and Graduate School). Since July 2021, the new Center for Teaching, Learning and Mentoring (CTLM) offers 10 such virtual modality trainings per month for our campus faculty. The University also ensures older media formats are still accessible in the classroom. The LI hosts the interdisciplinary doctoral program in SLA, which offers doctoral majors and a minor. Many Wisconsin graduate students specialize in literature or linguistics and minor in SLA. Teaching techniques are regularly offered by LI Director Chavez and affiliated faculty (Lucht, Rao, Schueller, Stafford, Tochon, Vanderwal Taylor). Finally, Wisconsin campus initiatives for language acquisition have included the Big Ten LCTL Partnership, examining hybrid/online

instructional modules for students at intermediate/advanced proficiency levels, of great utility during the pandemic. The LI undertook the 2016-2019 Wisconsin Language Roadmap Initiative (WLRI), a federally-funded strategic policy recommendation for improving K-16 language acquisition statewide, which continues in 2022-26 to focus on future workforce proficiency in multiple languages and intercultural competency. WISLI and the LI have a 2020-23 USED International Research and Studies Program grant to assess proficiency gains and outcomes for LCTL intensive summer programs.

# Criterion C: Quality of the CES Non-Language Instructional Programs

1. **Quality and Extent of Course Offerings.** A broad range of ES courses at both graduate and undergraduate levels are offered at Wisconsin in language and non- language departments, with an 83% concentration of specialized 100% European content courses (expanded detail in Appendix 1). In 2020-22, 184 faculty across 38 departments and 12 schools and colleges offered 1,593 graduate and undergraduate courses, including multiple sections of language (Table C.1).

|  |  |
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| Table C.1: European Course Offerings (Graduate and  Undergraduate Levels, 2022-22 | |
| Total Offered | 1593 |
| European Regions or EU | 274 |
| # Lang. Undergrad. | 588 |
| # Non-Lang. Grad. | 318 |
| Lang. Courses | 688 |

**Country Coverage and Variety of Disciplines.** Wisconsin offers an average of 139 courses that address Europe as a whole each year; non-language, culture and civilization, and language instruction courses are offered on specific

European countries/regions. Just under 40 additional courses address Europe or the European Union as a region by comparing it to other world areas (e.g., EU/US comparative privacy law, high finance, environmental policy, multilingual classrooms [Table C.2]).

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| --- | --- | --- | --- | --- | --- | --- |
| Table C.2: Specialized (100%) Courses by Country and Region (2020-22) by Department Type | | | | | | |
|  | **Germany/Netherlands** | **Scandinavia** | **France** | **Italy** | **Iberia** | **UK/ Ireland** |
| **Non-Language** | 35 | 43 | 57 | 41 | 3 | 6 |
| **Language Instruction** | 132 | 57 | 107 | 77 | 288 | *NIA* |
| **Culture/Civilization** | 45 | 35 | 42 | 23 | 23 | 47 |
| **TOTAL** | 212 | 135 | 206 | 141 | 314 | 53 |

Wisconsin has reorganized 3 departments containing European languages into one— GN&S, which now houses the first US Scandinavian language department (est. 1875). The "Nordic" section teaches more students than any of its national competitors, offering MA and PhD degrees in Scandinavian literature, linguistics and area studies. Wisconsin's strong German program has made 28 graduate student placements since 2013. Since 2014, 15 new tenure-track faculty in Spanish & Portuguese, Scandinavian Studies, History, Classics, Sociology, Business, Department of Curriculum and Instruction (C&I), Law, Library & Information Sciences, and Political Science have strengthened departmental course and interdisciplinary offerings (Alcalá-Galán, Andersen, Bitzan, Chamedes, Dressler, Krouk, Light, Nelsestuen, Pandey, Rubel, Schwarze). The European Commission JMEUCE promotes development of EU-related interdisciplinary courses in Journalism & Mass Communication, Law, Political Science, Public Affairs, and Sociology (e.g., EU Law), and disseminates high- level knowledge of the EU through conferences and continuing education symposia for attorneys, industrial systems engineers, etc. ES faculty design interdisciplinary graduate courses (ES 804) on topics such as educational policy studies and the environment, art in Berlin, migration and refugees, and digital privacy law. **Participation of Professional Schools.** CES invests effort into cultivating ties with the professional schools; 28 CES faculty serve in them, including 5 in International Business (IB), 2 in Life Science Communication, 4 in Law, 7 in the School of Education, 4 in Public Affairs, 3 in Engineering, 1 in Planning and Landscape Architecture (P&LA), and 1 in the College of

Agricultural and Life Sciences (CALS), allowing CES to co-sponsor 10 new professional school courses in 2014-2021 (see Table C. 3).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Table C.3: Professional School New ES Courses Partially Funded by CES, CGES or JMEUCE, 2020-21 | | | | |
| **School** | **Course Title** | **Faculty** | **Term** | **Enroll.** |
| C&I | Reform and Change | Popkewitz | FA-20 | 10 |
|  |  |  | FA-21 | 16 |
| Public Affairs | Global Financial Governance (Euro Crisis) | Copelovitch | FA-20 | 7 |
|  | International Governance (EU Fiscal Policy) |  | FA- 21 | 13 |
| Landscape Architecture | Health Promoting Environments | Thorleifsdóttir | SP-21 | 14 |
| Law | European Union Law | Klug | FA-21 | 10 |
| Law | Climate, Human Rights & Environment | Attapattu | SP-21 | 6 |

Wisconsin offered an additional 110 courses in 11 professional schools, including Public Health, Public Affairs, Medicine, Environmental Studies, and CALS, featuring at least 25% European content in 2020-2021. The PFMP offers interdisciplinary courses in tracks on Francophone Africa, French Canada, and EU Studies, in French and open to all graduate students. CES will fund new courses with significant (50% or more) European content in Educational Policy Studies (EPS), Public Affairs, and CALS in 2022-26; these 8 interdisciplinary ES content courses may cross colleges, such as Public Affairs (EU and Gendered Violence, Barnes), Journalism/Political Science (Populist Politics, Wagner/Ringe); Engineering/Public Affairs (Nemet), Urban & Regional Planning/GN&S (Thorleifsdottir) [see Criterion I and budget].

1. **Depth of Specialized Courses.** Of its 835 annual courses, the vast majority of our ES course offerings are specialized courses, featuring 100% European content. CES funded 18 new courses in 2014-18, and another 10 in 2018-22.
2. **Teaching Faculty, TAs, and Pedagogy Training.** Of Wisconsin's impressive overall figure of 184 ES-affiliated faculty, there are 128 who are “core” (100% devoted to ES). Eight new ES faculty were hired in 2018-22 (Erbil, Mier-Cruz, Roos, Somers, Stern, in core languages; Barnes, Bloch, Spaulding, in core non-language fields. This impressive increase

built on 12 new tenure-track hires in 2014-18. Another 44 ES-affiliated faculty and academic staff have primary research interests that may be generalist rather than regional (area studies) but whose courses contain 25-75% content on Europe or the EU (27 professional school affiliates, 17 in L&S). **Teaching Assistants (TAs).** An average of 85 TAs teach ES per annum. New TAs in L&S are required to attend 2 days hours of intensive pedagogy workshops and diversity training; new foreign student TAs must complete 200 hours of similar training. As described at length in Criterion B, departments train and counsel TAs closely per particular needs of the individual disciplines, ranging from week-long sessions to 3-credit semester courses. The campus-wide Teaching Academy offers formal web-based TA modules all year long and hosts 5 events each year including the 4-day summer institute; its Teaching and Learning Symposia offer 25 annual specialized sessions on modalities, best practices, new pedagogy, etc.

1. **Interdisciplinary Courses.** Between 2020 and 2022, Wisconsin offered 713 cross-listed ES courses, an exemplary display of interdisciplinarity. The IS major, FIG program, and ES Certificate are interdisciplinary by design. The 16 new courses in development with NRC funds in the next 4 years are divided into three broad areas: a) interdisciplinary ES courses designed to add thematic coherence to undergraduate ES Certificate, FIG and Constellations programs; b) courses in the professional schools that place ES in comparative international perspective; and, c) courses in the social sciences and the humanities centering on broad ES themes, affecting the 27 Member State European Union and its international soft power (populism, sustainability, Brexit and further challenges to EU integration, Britain and Norway). Many courses will be developed in cooperation with C&I, Law, Public Affairs, the JMEUCE, CGES, etc. All courses are developed to enhance

and augment our ES Certificate, in conjunction with its main “major,” International

Studies, which enrolled 1,739 undergraduates in 2019-2021.

# Criterion D: Quality of Curriculum Design.

1. **Quality of Training – Undergraduates.** Wisconsin offers 23 undergraduate majors and certificates devoted to ES and languages (Table D.1). In addition to majors, in 2018-21, 89 undergraduates, 51 Master's recipients and 102 PhD recipients were hidden concentrators who completed 15 or more credits in ES curriculum; concentration *excludes* the first 2 years of German, French, and Spanish language. Many undergraduates focus on a particular country or region, as in the case of our large ES student cohorts in French (105 BAs in 2018-21), Spanish (388), German (41), Scandinavian Studies (18), Italian (16), and Portuguese (5).

|  |  |
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| Table D.l: Wisconsin Undergraduate European Studies Degrees and Certificates | |
| **Major** | Art History♦ Classics♦ Classical Humanities♦ French♦ German♦ International Business♦ International Studies♦ Italian♦ Portuguese♦ Scandinavian Studies♦ Spanish♦ World Language Education (French,  German, Italian, Latin Portuguese) |
| **Cert.** | Art History♦ Classics♦ European Studies♦ Folklore♦ French♦ German♦ Integrated Liberal Studies♦  International Engineering♦ Italian♦ Medieval Studies♦ Scandinavian Studies♦ Spanish Studies in Business |

CES supports flagship interdisciplinary programs, including the FIG program, in which over 1,000 students enroll each fall. FIGs unite 20 students in a learning community who enroll in a cluster of 3 courses under faculty supervision, promoting the study of a common theme (“Food Cultures of Italy” in Horticulture/Italian; “World of the Vikings” in GN&S/Folklore Program). CES provides modest aid to develop Wisconsin’s

Constellations Humanities Amplified (2018), which unites undergraduates in STEM fields

with humanities faculty. Constellations faculty ensure broader social and cultural context of "scientific" developments and teach communication and writing skills often missing in STEM-field undergraduate training, in addition to building camaraderie through co- curricular educational activities. Both the FIG and Constellations programs ensure that incoming students find community and thus, thrive in smaller classes. The School of

Business IB degree has been strongly oriented toward Europe, offering majors a designated European certificate that requires a semester of study abroad and 22 credits (6 semesters) in at least 2 languages.

1. **Quality of Training – Graduates.** Wisconsin offers 10 MA programs, 8 PhD degrees, and 9 graduate and professional certificates in ES and languages (see Table D.2). From 2019-21, a total of 30 departments (6 language, 24 non-language) offered graduate courses in ES, including 155 specialized courses, 90 topics courses, and 87 courses

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| Table D.2: Wisconsin Graduate European Studies Degrees and Certificates | |
| **Masters Degrees** | Art History ♦ Classics ♦ French ♦ German ♦ Italian ♦ Master of Int’l Public Affairs ♦ Portuguese   * Professional French Masters Program ♦ Scandinavian Studies ♦ Spanish |
| **PhD Degrees** | Art History ♦ Classics ♦ French ♦ German ♦ Italian ♦ Portuguese ♦ Scandinavian Studies ♦  Spanish |
| **Grad and Prof. Cert.** | Art History ♦ Classics ♦ Capstone Certificate of French Studies for French Teachers ♦ Folklore ♦  World Language Education (Spanish, French, Italian, German, Portuguese) |

with at least 25% European content. From 2018-21, Wisconsin awarded 102 ES PhDs (40 language, 62 non-language) and 51 Master's (24 language, 27 non-language); of this total of 153 graduate students, 10 (6.5%) were awarded FLAS fellowships for European languages. Language requirements for ES non-language graduate students are rigorous: Public Affairs requires advanced competency in at least 1 language, while students pursuing PhDs in European History require mastery of a minimum of 2, and depending on research focus, often 3 European languages. Wisconsin has graduate programs uniting foreign language acquisition with area studies. The PFMP offers ES graduate study for students interested in the transatlantic arena who possess fluent French and plan to work in business, government, or non-profit sectors (212 M.F.S. recipients, 2002-21). Since its creation in 2004, ES faculty and grads work with the LI to study SLA, the PhD program with 33 placements in academia and the private sector (UCSD, Amazon, etc.). CES historically supplies curriculum support to faculty in professional schools offering EU specialized tracks (e.g., Law, Life Sciences

Communication, C&I). These strategies land our best ES graduate students competitive research awards for overseas study: ES students received 24% of Wisconsin's Fulbright US Student Program grants in 2018-21.

1. **Academic and Career Advising.** CES advises an average of 85-90 undergraduate ES certificate students each year, providing academic oversight and practical international career workshops for undergraduate professional development typically featuring US State Department or European officials, Peace Corp alumni, Project Global Officer, NGO and think-tank specialists. IRIS offers regular internship opportunities for undergraduates. Since 2010, 251 undergraduate students have interned abroad in 16 European countries. Internship programs in France and Germany are particularly popular with STEM students, and Denmark ranks in the top 5 most popular internship destinations (ScanDesign). In 2020, 25 students interned in 11 European countries. In 2020-21, despite the pandemic, 24 undergraduates completed in-person or virtual internships in 3 different European countries. The L&S SuccessWorks (est. 2018) initiative brings career advising, networking, employer information sessions, on-campus and mock -interviews together with increased alumni engagement and a focus on the transferable skills learned in majors, certificates, and courses in the liberal arts. To prepare for research and internship opportunities, SuccessWorks offers credited courses on networking, resume writing, and job hunting. In 2020, it advised 226 students, expanding its services to 1st-year students entering college during the pandemic. The Center for Academic Excellence and the Center for Educational Opportunity offer academic and holistic support for first-generation, low-income, multicultural, and underrepresented students in L&S to boost retention and academic engagement. ID fellowship and certificate advisors join ES Assistant Director Conrad to aid students in

securing funding for area and language studies. Conrad recruits and advises all ES FLAS applicants (undergraduate and graduate students) through an annual LCTL career fair and language-focused applications. Conrad also facilitates initiatives for alternatives to conventional academic careers, such as Launching Your International Career and the How to Highlight International Experience on a Resume workshops.

1. **Access to Research and Study Abroad.** Wisconsin's study abroad office maintains 224 programs and operates an annual budget of over $14 million. Students also gain academic credit for non-Wisconsin administered study abroad programs. Wisconsin has gone from 6th place (2013) to 4th (2021) in nationwide rankings among research universities for the total number of students who study abroad. Exactly 2,547 Wisconsin students participated in study abroad in 2018-19, and 1,602 in 2019-20 (source: 2020 Open Doors Report on International Educational Exchange), including 343 graduate or professional students. Wisconsin is also 1st among BTAA institutions for year-long program participation. Student participation in European programs shows IS, Spanish, Political Science, Business, Economics and History among the top-ranked majors for studying in Europe, while ES is the top-ranked certificate for study abroad. Similarly, in 2020-21 internship participation by region was 2nd highest in Europe (25%); with Germany being the 1st or 2nd destination yearly (in 2019-20, Europe was ranked highest with 41%.). WISc offers an international honors enrichment program which annually subsidizes study abroad for a number of undergraduate participants who take part in the program before, during and after 2 required study abroad sessions. ES-focused WISc scholars major in IS and Legal Studies: over 1/5 obtain certificates in European Studies. CES also facilitates student access to non-Wisconsin study-abroad opportunities through cooperative programs such as the Alliance for Expanded Overseas Programs

which links study abroad to the BTAA, DAAD, the Council for International Education and Exchange, etc. Graduate students benefit from dozens of intra-departmental exchanges (Law School to Giessen, L&S and Law to European Union Institute, Florence [EUI], Mildred-Fish Harnack to Giessen, L&S to Bonn).

# Criterion E: Quality of Staff Resources

CES has 184 faculty affiliates. Those whose work is 100% devoted to ES (“core”) number 59 ES non-language faculty, 64 ES language faculty, and 5 professional school affiliates. There are also 12 “core” Europeanist PhD academic staff positions serving administrative, teaching, and research functions (see Appendix 3 for full details). There were 8 new ES faculty (5 core language and 3 core non-language) hired in 2018-22, building on 12 new tenure-track hires in 2014-18. A second tier of faculty/staff hold 25-75% Europeanist qualification: 27 professional school affiliates, 17 in L&S. In Fall 2020, 14% of L&S faculty were “core” or 100% ES full-time faculty affiliates (123 of 856).

**1a. Qualifications of Faculty.** ES faculty research and publication expertise has allowed Wisconsin to achieve great success in winning prestigious external awards and grants (Guggenheim, NEH, Mellon, MacArthur, Humboldt, Berlin Prize, DAAD, NSF, etc.). ES faculty are selected through national recruitment, hold PhDs from major research universities, and are typically ascendant in their fields. They all have significant, in-depth overseas experience, whether intensive research, completing foreign advanced degrees before their US PhDs, repeated short- and long-term research residencies, etc. Faculty with European advanced degrees number over 20 of 184: (Alcalá-Galán, Andersen, Beilin, Bousquet, Covington, Elwert, Ermakoff, Gross, Miernowski, Moedersheim, Scheufele, Wanner, etc.) Their hosting departments are often among the top 20 nationally in their fields:

C&I (4th); Sociology-tied for 7th; History-tied for 11th; Educational Policy Studies-6th; French- 7th; Economics-12th; Political Science-17th (source: U.S. News & World Report, 2021). From 2018-22, 12 ES-core faculty have been promoted to tenure (Chamedes, Conti, Krouk, Light, Messina, Vareschi, etc.) and 10 core faculty have been promoted to full professor (including Avramenko, Copelovitch, Dima, Eldridge, Klocke, Nemet). Wisconsin faculty undergo post-tenure review every 5 years to assure continued productivity; they are eligible for sabbatical leave after 6 successive years of full-time instruction.

* 1. **Professional Development Opportunities.** In addition to competing successfully for NIH, SSRC, NEH, Bosch, and other national and international awards, CES faculty receive Wisconsin's most prestigious internal awards, including the Wisconsin Alumni Regional Foundation (WARF) Bascom, Vilas and Hilldale professorships, which provide significant financial reward. In 2018-22, ES Faculty received 5 WARF named professorships, 4 Kellett Mid-Career Awards, 2 H.I. Romnes Faculty Fellowships, and 16 Vilas Associate Fellowships, totaling over $2.5 million. ES also makes around $95,000 available each year targeting pre-tenured faculty for course development, research and conference grants through competitions (non-CES funds); the Office of the Vice Chancellor for Research and Graduate Education (Grad School) ensures that new Wisconsin faculty receive start-up grants for research and curriculum development, ranging from $8,000 to $100,000; academic staff also benefit from competitive professional development prizes and awards. CES makes course development, international research and domestic conference travel awards, and other opportunities available (by competitions) to its faculty—on DAAD, Jean Monnet, and NRC funds (see Criterion I).
  2. **c Teaching, Supervising, Advising.** All 184 ES-affiliated faculty are full-time

university teachers who instruct, supervise, and advise students, devoting at least 50% of their time to these tasks. Professional Europeanists with academic staff appointments are also involved in student training and advising (Conrad, Covington, Deitz, Eadie, Haahr, Michelson-Ambelang). In addition to their own personal websites, departmental, and campus-wide media presence, ES indexes the 184 affiliates and their areas of specialization (ES affiliated faculty). In July 2021, the University established the $6 million CTLM, which

supports Wisconsin faculty and staff in their continuing growth by offering campus-level professional development, course design and instructional consulting programs and services.

**2. Quality of Center Staffing and Oversight Arrangements:** CES is faculty-governed, with a tenured ES faculty member serving as elected director (Copelovitch, joint appt. Public Affairs/Political Science, 2021-present) for a three-year term. Professional school faculty (e.g., Conti, Klug, Oliver, Wagner, Yackee) and the library staff (Haahr, Michelson- Ambelang) along with 18 faculty from social sciences and humanities (Brantly, Buccini, Chamedes, Dubois, Ermakoff, Klocke, Krouk, Livorni, Vatan, etc.) actively participate in CES governance through its steering committee (21 attended, January 2021), typically for 5-year terms. The CES Director and Associate Director participate in the IRIS governance body of area studies, assuring ES a formal role in campus-wide area studies. ES faculty perform public outreach, whether on public access television, at Participatory Learning and

Teaching Organization (PLATO) senior events, or in the K-14 realm; this is all in addition

to their professional, disciplinary, student, and international research obligations. Our Assistant Director serves on Wisconsin (WIRC), and statewide (DPI) and nationwide outreach bodies.

ES Director Mark Copelovitch (PhD, Harvard University, 2005) is Professor of

Political Science, and holds a joint appointment with the La Follette School of Public Affairs. A well-known international political economist who specializes in global finance, European integration, and macroeconomic policy, Copelovitch published his 2nd book *Banks on the Brink: Global Capital, Securities Markets, and the Political Roots of Financial Crises* (w/ D. Singer, Cambridge UP) in 2020. *The International Monetary Fund and the Global Economy: Banks, Bonds, and Bailouts* (Cambridge UP) appeared in 2010. Copelovitch has co- authored over 10 articles in refereed journals with Jeffrey Frieden, Stefanie Walter, and Jon Pevehouse; 5 others are in preparation. Copelovitch has been an ES affiliate with “key faculty” status in 6 European Commission and DAAD grants since 2005. Associate Director Elizabeth Covington (PhD, European History, UCLA) is Teaching Faculty IV with Indefinite Status and formerly taught at the University of Paris VII, UCLA, and Loyola Marymount. She teaches comparative EU/US courses (liberal democratic institutions, capitalism) for IS. She has written grants to over 10 agencies totaling in excess of $18 million over 19 years, strategizes ES and campus internationalization, and develops programs and activities with an average of 75 faculty per year. Covington has won European Commission Erasmus +, Mellon, DAAD, and Ahmanson-Getty Fellowships and does outreach with local government and civic groups. Assistant Director Eleanor Conrad (B.A., UW-Madison, 2011) specializes in French and German. She promotes the European Studies Certificate and administers FLAS award competition and advising. In addition to creating and organizing professional development workshops for teachers, like “Cyber-Capabilities and Accelerating Global Change” and “Empowering Educators to Teach on Genocide,” she curates virtual and actual pedagogical resources for K-14 educators.

**3. Nondiscriminatory Employment Practices:** In strict accordance with Section 427 of the

federal General Education Provisions Act (GEPA), Wisconsin actively seeks for consideration at every level of employment members of groups who have been traditionally underrepresented including minorities, women, seniors, and the disabled. All CES openings conform to EO/AA criteria. Wisconsin's DDEEA serves students, faculty and staff from traditionally under-represented groups. See GEPA-statement for campus-wide proactive measures to which CES conforms.

# Criterion F: Strength of Library

**1a. Strength of Library Holdings.** The Wisconsin General Library System (GLS) houses 12 million volumes (over 9.2 million titles). In 2020, the Association of Research Libraries (ARL) ranked Wisconsin's libraries 10th in volume and 9th in title holdings nationwide. A primary national repository for all materials available on regions and countries of the world outside the US, 28% of collection items are in languages other than English with over 530 languages represented. In 2017-21, area studies librarians have provided library instruction, outreach, and individual consultations in-person and virtually to over 1,500 students and researchers.

European holdings are the Library's most remarkable asset. The 4 Western European bibliographers continue vigorous expansion of electronic resources in the ES collection, with increased purchase of such formats during the pandemic. Digital resources covering politics and society in 20th c. Europe and primary sources, of particular appeal to undergraduates engaged in learning the fundamentals of historical research, include *Post-War Europe: Refugees, Exile and Resettlement, 1945-1950* and *Political Extremism & Radicalism: Far-Right and Left Political Groups in the U.S.*, *Europe, and Australia in the Twentieth Century*. Focused purchasing of print and e-book materials supports instruction and research in European populism. Collections include over 2.7 million titles related to Europe, with substantial holdings in European LCTLs,

notably Nordic languages, including 28,173 items in Danish, 21,193 in Norwegian, and 36,711 in other Nordic languages. Wisconsin has a rare Icelandic literature collection and significant collections of Nynorsk and Sámi language and literature. With other designated BTAA universities with Nordic collections, Wisconsin is developing a cooperative agreement for selecting and managing these materials through an initiative. The library’s Dutch and Frisian language collections are substantial, with 25,245 items in the two languages available in many formats. Holdings in German are among some of the largest in the country and feature special collections with primary sources from WWI to German reunification, and strong holdings in German dialects. The French and Italian collections continually rank among the top 10 in the nation with over 450,000 holdings. In addition to the library’s Italian linguistics and minority languages representation, rarities such as the 1960's *Gruppo 63* and the Fry Italian fascism collections draw researchers internationally. Recent impressive additions to special collections include the 1578 *Divina Commedia*, *A Satira* (Portuguese satirical periodical), Italian futurist periodicals, and 250 volumes of French and Italian graphic novels. The Wisconsin Library Collections Enhancement Initiative grant allowed partial allocation of 4,000 reference sources in Mediterranean epigraphy. The European collection includes primary source materials on the post-1945 European extreme right, labor movements, LGBTQ publications, and retains older print documents from European national-level government publications and European IGOs.

**1b. Institutional Financial Support for Library.** Wisconsin has the country's largest staff of area studies bibliographers (9, 4 are full-time Europeanists), commensurate funding, and a Central Technical Services to support acquisitions, the digital collections unit, a technology department, and interlibrary loan unit. The full acquisitions budget in 2019-21 was $12 million; of an additional $1.45 million currently allocated to area studies bibliographers for

collection development and technical services, more than $1 million went to ES acquisitions. These salaries and acquisitions costs amount to more than 99% of costs linked to maintaining and building the ES collection. In 2022-26, CES will continue to target funds for the purchase of books and online resources, particularly in LCTLs.

**2. Cooperative Arrangements with Other Institutions and Access**. Outreach and accessibility to citizens within the state of Wisconsin and beyond have been primary goals: out of all the reporting institutions in the ARL, Wisconsin ranked 3rd in interlibrary lending capacity, registering over 70,000 interlibrary loans in 2020, throughout the Midwest, the US, and internationally. These extensive resources are available to students, teachers, and faculty at other institutions across the country through a variety of cooperative arrangements and on-line databases. Use of the new technologies (proxy authentication) ensures that catalogs,

databases, reference materials, government documents and bibliographic management tools are available to all. The Library participates in various cooperative arrangements to enhance access to materials held in non-Wisconsin libraries for faculty, student, and non-university users, including public schools and libraries. These collections include UW Systems, CIC, Center for Research Libraries, Online Computer Library Center resources, and selected overseas libraries. The open-door policy sets no restriction on in-house use, and state residents may establish short- term borrowing privileges. Holdings are made available in particular, to business, state and local government, and civic groups. The online catalog, databases and digital collections of GLS are **Criterion G: Impact and Evaluation**

1. **Impact on University, Community, Region and Nation.** CES fully adheres to the 1904 “Wisconsin Idea”—a philosophy combining University research and teaching with public service to the entire state. CES research, curricular and outreach programs impact the

University, the other 25 Wisconsin System campuses, the K-14 educational community, the Midwest, and the nation. Our 184 ES affiliated faculty have created a dynamic interdisciplinary intellectual community with institutionalized linkages abroad. CES students are participating in the project: the primary quantifiable indicator of ES impact on the university is the enrollment during 2020-21 of 37,135 students in 1,593 ES sections of 713 ES courses. Between fall 2018 and summer 2021, 2,695 undergraduate degrees were granted to students with ES affiliated majors 15 or more credits in ES (120 required for a B.A., 30-40 credits for a major). During that same period, 174 M.A. and PhD students finished their degrees in ES. In 2018-21, an average 1,089 total undergraduate degrees were granted per annum to students with ES affiliated majors; an average of 25 M.A. and 40 Ph.D. recipients per annum finished their degrees in ES.

CES sponsors an average of 60-95 events per annum—even under the duress of pandemic, on campus and throughout the Midwest. Attendances range from 12 to over 500 (average=38). Surprisingly, virtual offerings in Spring ‘20-Fall ‘21 offered a 20% higher audience, presumably because Zoom promoted access. While CES is centrally located on campus next to historical Bascom Hall, maximizing physical access to its resources for faculty and students, it holds events offsite where community members are more able to attend (e.g., public libraries, major annual conferences). We work specifically with the PLATO Series through Wisconsin Continuing Education, as seniors compose 1/3 of attendance at many events. CES events take NRC expertise to Wisconsin schools and community colleges, the Tommy G. Thompson Center on Public Leadership, Madison International Trade Association (MITA), Madison Council on Foreign Relations (MCFR), the Wisconsin Economic Development Corporation, or Commerce (WEDC), Wisconsin Association for Foreign

Language Teachers (WAFLT), Wisconsin Council for the Social Studies (WCSS), and heritage groups. CES reached thousands of business, government and community leaders through events, television and radio programs, and digital media.

CES maintains Twitter and Facebook accounts and electronically archives major events for wide public usage (e.g., “Populists and the Pandemic,” a June 2020-May 2021 12-part

lecture series). CES regularly receives requests for faculty expertise on current events, maintains an online ES database of faculty, and puts them into contact with outlets/organizations (*Washington Post, Foreign Policy,* Embassies of Luxembourg, Germany). Teaching materials, advising on CES, and background briefings are also solicited by various entities, such as MITA (for visiting specialists from the EU Trade Desk) and MCFR (for speakers in high diplomatic roles) [Table G.1].

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| Table G.1: AY 2020-21 Impact and Evaluation Stats | | |
| Categories | AY 20-21 parameters | Impact |
| European Studies e-mail list-serve | 1,150 subscribers times 90  releases | 103,500 people (possibly)  receiving direct ES knowledge |
| Twitter | 586 followers | 1,500,160 tweets viewed |
| European Studies classes | 1,593 classes | 37,135 students enrolled |
| Mainstream Media Outlet Articles | �22 outlets (2018-21)  (*New York Times*, *Foreign Policy*,  The Hill, *Washington Post*, Vox EU, *Wall Street Journal*, etc.) | 41 articles (2018-2021), many more possible |
| ES news articles | 29 posts (est. total recipients) | 98,803 views |
| K-12 Teacher Workshops | 6 workshops=295 teachers X 25  students per hr. | 43,660 students reached |
| Web-based Instructional Materials | 55 materials (K-12/ outreach) | 16,225 views |
| Virtual Lectures (Aug 2020-Dec 2021) | 79 lectures | 5,653 attendees |
| Virtual Conferences (August 2020-Dec  2021) | 11 conferences | 1,277 attendees |
| K-12 Teacher Digest | 204 teachers X 18 annual releases | 3,672 digests received |
| International Division website (2021) | 50% “open” rate | 56,083 total page views |
| Wisconsin in the World enews (list-  serve) | 2,945 subscribers X 12 annual  releases | 35,340 list-serves received,  50% read rate |

1. **Evaluation.** CES convenes an advisory committee of 18-22 Wisconsin faculty, twice a year, who provide governance and feedback on the intellectual substance and campus role of our operation and vote on incoming directors. For outreach, ES teacher workshop participants

routinely complete online surveys to better offerings, and all students can complete an online evaluation of courses through the campus cloud-based Assessment, Evaluation, Feedback and Intervention System (AEFIS). While external peer reviews evaluating the quality of our area- and theme-specific expertise are seen with less favor nationally since 2010 in favor of metrics, CES will conduct both in 2022-26.

In 2010, CES along with Wisconsin's other NRCs and the Provost's Office, pooled resources to implement the Standardized Wisconsin Evaluation Program for Title VI (SWEPT). Sociologist evaluation director Gerber, with expertise in demographics and statistical analysis, designed a survey-based evaluation conducted through the University of Wisconsin Survey Center, an independent fee-for-service entity with professional staff which conducts 60-80 external surveys annually. Using expertise in population tracking, sampling, questionnaire design, and data analysis, SWEPT generated a baseline of objective data, which has tracked ES's utility to its 10,000+ alumni (located by the Wisconsin Alumni Association in 2011).

The first Area Studies Alumni Survey I (ASAS-I) questioned a random sample of 3,200 Wisconsin area studies alumni, who had graduated since 1990 having taken at least 15 credits in area studies and/or a LCTL. ASAS II, the 2nd alumni data set, was administered in Summer 2021, and results arrived in January 2022. These surveys have provided us with an invaluable comparative data set revealing areas in which we excel, and some areas in need of improvement. The marked improvement in language usage in careers after graduation is up 13%, and use of area studies expertise in employment up 18.7% (see Tables G.2 & G.3).

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| Table G.2: ASAS Impact of Center Post-Graduation | | | |
|  | 2011 | 2021 | Difference |
| Use language skills obtained via Center in jobs | 45.9% | 58.9% | +13% |
| Use area expertise obtained via Center in jobs | 62.8% | 81.5% | +18.7% |
| Overall participation in ES helped in jobs “quite a bit” | 28.4% | 45.2% | +16.8% |
| Student deals with foreign partners or collaborators in job | 43.2% | 61.3% | +18.1% |
| Student travel abroad for job | 32.8% | 47.6% | +14.8% |
| Student has contact with foreign officials in post-Wisconsin job | 21.3% | 16.9% | -4.4% |
| Student has a career in military after Wisconsin | 1.2% | 1.6% | +0.4% |
| Student has a careers in government after Wisconsin | 13.7% | 8.1% | -5.6% |

Additionally, our graduates made many helpful, and critical, observations given the 10 years which had elapsed since graduation. While 13.8% of direct ES funding recipients (through FLAS and other awards) found ES “extremely helpful” at helping make contacts with other students/faculty with similar interest,” they were 26.3% “less likely” to have participated in career/professional workshops. While grads were more likely to utilize travel abroad for their current positions, they were less likely to have employment in government.

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| Table G.3: ASAS Center Effectiveness | | | |
|  | 2011 | 2021 | Difference |
| “Somewhat” to “extremely” at helping make contacts with other students and faculty with similar interests outside your major (hidden concentrators) | 29.8% | 38.2% | +8.4% |
| “Extremely helpful” at helping make contacts with other students and  faculty with similar interests outside your major (direct ES fund recipients) | 2.7% | 13.8% | +11.1% |
| "Somewhat” to “extremely effective” at preparing students for jobs after graduation (hidden concentrators) | 12.2% | 20.2% | +8% |
| "Somewhat” to “extremely effective” at preparing students for jobs after graduation (direct ES fund recipients) | 22% | 43.1% | +21.1 |
| “Extremely helpful” at providing an intellectual home (direct ES fund recipients) | 11% | 22.4% | +11.4% |
| “Extremely helpful” at providing an intellectual home (hidden concentrator) | 6.9% | 13% | +6.1% |
| Participation in career day/ professional workshops “sometimes” or “often” | 33.4% | 7.1% | -26.3% |
| Awareness of career/ professional workshops | 13.8% | 9.5% | -4.3% |
| Center played a “somewhat” to extremely important” in overall Wisconsin experience | 71.3% | 86.2% | +14.9% |

CES will capitalize on the economies of scale created by Wisconsin's SWEPT plan by undergoing a 3rd evaluation, which can be readily utilized in conjunction with other

performance measures. SWEPT III, our 2022-26 evaluation plan, does not have the remit for another graduate student evaluation, as ASAS III will presumably be undertaken in 2031. However, we are still planning our 2nd undergraduate survey, GLOWS III: in 2013, the first undergraduate survey entitled Global Learning Outcomes at Wisconsin (GLOWS I) assessed the global competence and interaction with NRCs of all Wisconsin sophomores and seniors. Its response rate was 22.3%, or 3,130 usable questionnaires. The survey was repeated in 2016 (GLOWS II), and its results confirm the key 2013 findings. Indeed, they show remarkable continuity in positive assessment of CES programming by our students, a finding that is especially notable because 79% percent of 2013 respondents evaluated the overall quality of ES activities and programs as "good," "very good," or "excellent." For example, the survey results showed improvement in student participation in cultural events (+8.6% overall, +9% for seniors). Overall, the results study author Gerber highlighted made "European Studies stand out." In 2016, the most important increase is of 3.1% of students (more than doubling the 2013 numbers) indicated that ES played a "very important" role in shaping their Wisconsin experience. The 2.6% additional respondents in 2016 (beyond the 78.1% who were already "satisfied" or "very satisfied" in 2016) who attended professional career workshops recognized the strides CES has made in developing career support. While Wisconsin NRCs had originally intended to conduct the GLOWS III in 2020, the pandemic made this impossible, indeed, ill advised.

The results of SWEPT demonstrate CES’s effectiveness as an NRC via knowledge of and participation in its programs, funding for acquisition of LCTL expertise, educational and work history since graduation (in particular, usage of LCTLs), and overall assessment of CES programming —68 % of ASASII respondents stated that they utilized international training

and foreign languages in their positions since graduation. University leadership has also demonstrated matching commitments to Wisconsin’s NRCs with funds that help extend the survey process longitudinally, with cost-sharing mechanisms ensured through repeated usage. CES's small share will be 1.5% of the annual NRC budget figure requested.

1. **National Needs and Dissemination of Information.** As SWEPT indicated, ES has a national reputation for preparing the next generation of area studies scholars for work in academia, government service, business, law, and journalism. CES's use of NRC funds is comprehensive and addresses national needs in government service and business as well as issues of concern, including social and economic inequities in academic preparation and educational completion rates. Outreach offerings projected for 2022 and onward are oriented towards MSIs, and targeting students before they reach college age through diversity programs. CES focuses on extensive networking with and for undergraduates through our ES Certificate program, and has participated for 4 years in the L&S SuccessWorks initiative for undergraduates along with new Global Gateway and International Careers measures in the ID. If CES receives funding, we plan expansion of successful new modalities of career advising, from resume-writing workshops for international careers, along with expanded offerings to undergraduates and graduates about career opportunities in government service, some of which we already offer (Navy ROTC, Peace Corps, SoE), education, business, and the non--profit sectors.

Finally, CES offers 12 languages which appear on the 2022 version of Section 601 (c)

(1) list of the 1965 Higher Education Act (HEA) "areas of national need." The U.S. Departments of Education, International Development, Defense, State, Transportation, and

Peace Corps identify 1 or more of the following Western European languages as important: Finnish, Danish, Dutch, French, Gaelic, German, Icelandic, Italian, Norwegian, Portuguese, Swedish, Turkish and Arabic.

1. **Placement record in employment, education and training.** Students graduating with ES specialization maintain their international interests and contribute area studies expertise in subsequent career and academic paths. In the 2011 SWEPT ASAS, 62.8% of ES's alumni respondents claimed they "utilized their area studies expertise in their current profession.” By ASAS II in 2021, this percentage had risen to 81.5%.

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| Table G.4: Student Job Placements (sources: ASAS surveys, FLAS surveys, LinkedIn sweep) | |
| Sector | Job Placement 2021 |
| US Federal, State, Local Government, US Military | AmeriCorps; Scheduling Assistant: Office of the Vice President of the United States; Director of Operations and Scheduler: US House of Representatives; Policy Planning Analyst: Manhattan District Attorney’s Office; External Affairs and Specialist: Office of Tony Evers; Legislative Assistant: Wisconsin State Legislature, Wisconsin State Assembly:  Paralegal: Wisconsin Department of Natural Resources: Wisconsin Army National Guard; Peace Corps |
| Private Sector | Electrified Aircraft Propulsion Communications: NASA; Software Engineer: Capital One; Program Assistant: Madison Reading Project; Marketing & Communications Leadership Program: Ameriprise Financial Services; Business Intelligence Developer: SC Johnson;  Brand Analyst: Want Branding” Geospatial Engineer: Millennium Geospatial |
| Education: Universities & College | Alabama, Florida State, U Chicago, UC Santa Barbara, BYU, Yonsei, Universidad Isabel (Burgos, Spain), Bryn Mawr, Marquette, Arizona, Minnesota-Twin Cities, University of St. Thomas, UTexas Austin, Wisconsin, Washington University in St. Louis; Norwegian  University of Science and Technology, University of Flensberg (Germany) |
| Other (NGO’s, Research, Health  Care) | United Nations, EPIC; Research Scientist: Seattle Children’s; Psychiatric Care Technician: Mendota Mental Health Institute; Klett USA; Donor Experience Officer: American Family  Children’s Hospital; Researcher: UW Center for Cooperatives |

The 2011 ASASI survey polled FLAS fellows who received awards in 2001-02—our inaugural year of NRC funds. In the 2021 poll, all subsequent ES FLAS recipients were asked to respond. While in 2011, 64% were in Education, that figure has lowered to 52.9%. In 2011, 17.2 % were in private business; that figure is 29.4% in 2021. I n 2011, only 6.2% worked in government (business or military); that figure is 24.4% in 2021. In the 2021 poll, it can be assumed that at least some of these graduate student area studies specialists work in national security and defense, agencies where employee identities

cannot be released. See our placements below (Table G.4), which reflect a higher incidence of student employment in state and national government, health care, and business/engineering than in 2010.

1. **Equal Access.** Wisconsin CES ensures equal access and recruits minority and under- represented students, faculty and staff. Specifically, CES works with the Division of Diversity, Equity, and Educational Achievement (DDEEA) which coordinates minority student recruitment and special scholarship funds. Our programs enroll at least 50% women, and our facilities meet federal guidelines for people with disabilities and the elderly. ES is clearly directed towards heritage students from European regions, which accounts for a lower percentage of involved minority candidates, an issue we have addressed with Global Gateway, community college, and MSI-directed programs. While the Wisconsin student population is still only composed of 11% targeted minority groups, the new freshman minority student population enrolled increased by 46% from 2010-19 (source: UW Digest, 2020). Wisconsin mandates that faculty and staff searches are well-advertised nationally and include strong equal opportunity statements to attract minority applicants. Increasing the percentage of minority faculty remains a major goal for L&S, where minority recruitment, hiring and retention strategies are priorities in the hiring process. Of ES core faculty, 49% are women and 10% are minorities.

open for use nationwide.

# Criterion H.1: Outreach Activities

CES supplies high-quality outreach to its mandated target communities and offers a broad array of K-14 teaching support, as well as events for business, media, and the general public, on the languages, regions and countries of Western Europe and the 27 Member State

European Union. Since the pandemic, CES has extended its reach—virtual offerings are open to broader audiences and all Title VI-funded events are free and open to the public. **1. Elementary and Secondary Schools.** CES faculty and staff actively provide area studies content and pedagogical support for K-14 teachers. In-person training workshops incorporated web- based tools before the pandemic forced exclusively virtual events for 2020-21. ES provides annual workshops and special events for teachers, archives those materials online, and participates in educational initiatives with statewide organizations through the Wisconsin International Resource Consortium (WIRC) outreach, Wisconsin's federation of 9 area studies centers providing 8 part- or full-time outreach specialists, whose work targets primarily K-14 teachers. CES K-12 programming directly enrolled 371 teachers in 2018-22 with a multiplier effect of over 55,000 students reached. ES Outreach Specialist Conrad maintains direct contact with this community through a K-14 e-list serve, Twitter and Facebook ensuring resources are widely advertised throughout the state.

**Statewide K-14 Networks.** CES interfaces with statewide educational groups, including Madison College (MC), MSIs including Alverno and Lac Courte Oreilles Ojibwe Tribal College and other Title III, IV, and technical colleges. Annual programming ventures include the following: Wisconsin Council for the Social Studies (WCSS), State of Wisconsin Department of Public Instruction (DPI), and/or the Wisconsin Association for Foreign Language Teachers (WAFLT). Conrad develops teaching cohorts with whom she works solo and as a team for broader IRIS regional K-12 international education events and thematic teacher workshops, e.g. Madison East High School. Table H.1 below gives representative K-14 offerings for 2018-22.

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| Table H.l.1: CES K-14 Outreach Events, 2018-22 | | | | |
| Event Type | **2018-19** | **2019-20 2020-21 2021-22** | | |
| **ES or ES /lRIS Teacher Workshops (partner units**  **in parentheses)** | Dark Side of Sugar: Slavery, Indentured Labor, & Race Relations (Madison  College) [47] | Global Learning Summit: Theme: Immigration, Migration, and Me [56] (DPI) | The Growing Crisis of Refugees and Statelessness:[23] (MC, Harper College) | Global Partitions: 3- part K-12 teacher development (31) (WIRC) |
| **Teacher/ Student Conference Presentations** | World Appreciation Day: Using International Skills in Careers [350] | Global Girlhood Wisconsin to the World (UW-Milwaukee, Alverno College) [53] | My Cowardice Revealed: *Négritude* and Dangerous Futures (Madison East High School) [75] | Empowering Educators to Teach on Genocide (WIRC) [82] |
| **K-14 Area**  **Studies (small discussions)** | Eastern Europe 30  Years after the Fall of the Berlin Wall [28] | Large-Scale Migrations  of Europeans and SE Asians to WI [11] | WIRC K-12 Teachers Film Club: The Haitian  Revolution [18] | *Frequent Troubles of our Days* Author R.  Donner [18] |

CES partners with IRIS, which dedicates resources to the training of teachers, pre- service educators and students in Wisconsin and the upper Midwest. ES and IRIS have long-standing partnerships and programming with 4 specific MSIs in the offering of annual thematic K-14 teacher workshops and the provision of internationalization resources. These 2-5 day workshops produced broader target audiences: (1) educational faculty members at partner MSIs, including College of the Menominee Nation and Delavan School for the Deaf; (2) juniors and seniors majoring in Education at the partner MSIs; and (3) in-service teachers in the regions served by the MSIs (UW-Eau Claire, Viterbo, Alverno College). In the School of Education’s (SoE) C&I section, a new curricular initiative "International Studies and the K-12 Classroom" targeted 1st-year undergraduates with intentions to become K-12 teachers. C&I made the course permanent in 2017, and it enrolls 18-21 students annually. For 2022-26, CES affiliate Hawkins (C&I) will add the SoE FIG course, "Globalization and World Regions” with Nursing.

A key priority for CES has always been global competency among students, in conjunction with the DPI “Global Education Achievement Certificate” and the capstone workshop, Global Learning Summit. We cooperate annually with the DPI for World Languages Day, and the Wisconsin Film Festival (500+ elementary students view “Big Screens for Little

People,” part of the broader audience typically at 42,000+ attendees). These events took place virtually in the springs of 2020 and 2021. CES also partnered with Wisconsin- Milwaukee's Institute of World Affairs to bring multiculturalism in a global perspective to middle-and high-school classes with 2018-19 workshops on migration and ethnicity.

Finally, CES and WIRC produce programming with direct impact for State of Wisconsin educational legislation: the January 2022 workshop, "Empowering Educators to Teach on Genocide," was attended by 78 K-12 educators, following the passing of 2021 Wisconsin Act 30 by the Wisconsin legislature, requiring instruction and incorporation of the Holocaust and other genocides into the state model social studies standards (See table H.1).

**K-14 Workshops.** CES offers annual K-14 teacher workshops, often paired with other area studies, where Wisconsin ES faculty and graduate students actively present (Table H.2). All attendees earn a certificate of completion for their professional portfolios, as well as resources on the workshop topic to use in their classrooms.

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| Table H.1.2: 2022-26 K-14 Teacher Training workshops co-hosted at or w/ Wisconsin MSI partner institutions | |
| **Co-Host MSI/Location** | **Year: Event Title** |
| UW-La Crosse (La Crosse) | 2023: Global Food Security (WIRC) |
| Alverno College (Milwaukee) | 2024: Gender Equity Post Pandemic (w/lRIS & Middle East) |
| Madison College | 2025: Political and Economic Crises and the Rise of Populism, (w/CREECA) |
| Lac Courte Oreilles Ojibwe College (Chippewa Falls) | 2026: International Children's Rights and Global Education (ES, LACIS, African Studies) |

1. **Post-secondary Institutions.** For 2022-26, CES will provide significant, sustained collaborative activities with Wisconsin MSIs, and community and tribal colleges to support the integration of international, intercultural and global themes into teacher education, and promote and develop European language education to prepare and credential foreign language teachers in LCTLs. With MC, we will host pedagogy support and training to Wisconsin Technical College System (WTCS) faculty and staff through

MC's annual International Institutes for faculty professional development with topics like "Cultural Biases" and "Migration and Language Mobility and Schooling." A key long- term collaboration for 2014-21 was MC's *Community College Passport Program.* MC, with an annual unduplicated headcount enrollment exceeding 40,000 students, is also the single leading feeder institution of 2-year college transfer students to this university (comprising 21% of UW's junior transfer students). With other NRCs, CES and MC developed a 15-credit Interdisciplinary Global Studies Certificate program. This "Passport" allows MC undergraduates a streamlined, free application process to enroll in Wisconsin language and area studies courses unavailable on their campus, with units transferring automatically to their MC transcripts. While successfully designed and implemented, the Passport Program poses academic-year financial and logistical challenges for MC undergraduates, leading to a new effort for intensive summer instruction. (See Support Letter from Drs. Jack E. Daniels III, President, and Geoff Bradshaw, of Madison College, in Appendix 4). MC has written grants to provide assistance for its students since NRC grants cannot supply these funds.

Finally, in partnership with other Wisconsin NRCs, CES designed a major initiative to help our faculty colleagues at the College of the Menominee Nation (CMN) to build programming and pedagogical capacity in Indigenous Studies. With a major Nordic Council-sponsored grant on the minority peoples of upper Scandinavia, faculty member Dubois works on Sámi indigeneity; this project directly depends upon collaborative work with other State of Wisconsin indigenous peoples, the Lac Du Flambeau and Lac Courte Oreilles Band of Lake Superior Chippewa. The CMN and the Lac Courte Oreilles Ojibwa College, both tribal colleges, are formal affiliates (see Letter of Support, Annex 4). The grant

focuses on Sámi and Native American experiences in land rights, resources and access. ES will support this work with funds for additional course development, and travel funds for eventual attendance at the United National Permanent Forum on Indigenous Issues.

1. **Business, Media and the General Public.** CES has been either the principal organizer (or co-organizer with ES) of over 30 national and international conferences in 2018-22, a number normally double that but disrupted due to the pandemic. CES regularly plans conferences with NRCs across the country (Berkeley, Pittsburgh, North Carolina). CES actively liaises with local business and civic associations (e.g., MITA, MCFR, German- American Chamber of Commerce) to foster networking through events hosting EU trade officials and parliamentarians or representatives of groups like the German Federation of Industry. Multi- media outreach begins internally with an email list-serve, which sends weekly updates on events, funding opportunities, and new courses to 1,150 recipients. Cutting-edge scholarship and public policy presentations are disseminated nationally with our electronic archiving of talks. The ES website amplifies our international online presence; Twitter and Facebook

accounts are active, and linked to all “International” offerings on the campus at large.

CES established a strong presence among regional and national business, media, and general public constituencies, providing speaker resources and information. CES regularly acts as the clearinghouse for the State of Wisconsin's Economic Development Corporation (WEDC), Department of Natural Resources, and City of Madison Sister-City with Freiburg, Germany to provide local authorities with access to European specialists (e.g, EU to US Ambassador Lambrinidis, major journalists, public policy experts like Finland’s Ahti Salo). CES provides topical expertise to local groups in libraries, public

groups, and business groups, by flying in specialists for business executives and attorneys seeking recertification on technical issues (e.g., data sharing, international contract law, global environmental law) [See MITA support letter in Appendix 4].

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| Table H.1.3: CES Post-secondary Outreach, 2018-2022 Event [Attendance] | | |
| Year | Post-Secondary Conferences | Post-Secondary Speakers |
| 2018-19 | War's End? Legacy of Migration & Displacement in WWI [112] | Ashoka Mody, Euro-Tragedy [59] Amanda Sloat, Latest on Brexit [22] |
| 2019-20 | Trouble? Political Challenges Facing the Nation State [110]; Fracturing Democracy [59] | New EU Leadership,WEDC [18]; EU Ambassador Lambrinidis [125] |
| 2020-21 | Populism and the Pandemic Lecture Series (12 lectures) Growing Crisis of Refugees and Statelessness (3-part Teacher  Workshop) | Ulrike Guérot, German Presidency of the EU at Mid-Point [63] |
| 2021- | The Politics of Contention Symposium [46] | Constanze Stelzenmüller, The German Elections [44] |

In 2018-22, CES faculty expertise in high-level EU affairs appeared in regional, national, and international newspapers, radio and TV interviews, blogs, and Twitter posts (Ringe, Chinn, *Economist*; Dubois, Disney Channel and Wisconsin Public TV, etc.). CES also works extensively with local heritage communities and other organizations on partnered programming, including the Wisconsin-Hessen Society, Nordic Council of Wisconsin, the International Slow Food Movement, National Italian-American Foundation and Max Kade Institute for German-American Studies.

# Criterion H.2: FLAS Awardee Selection Procedures

CES FLAS fellowships are awarded via a rigorous application process, which ensures selection of future leaders in government, business, the professions, and academia from a diverse range of academic backgrounds. Wisconsin's administration has proven to be champions of FLAS grants in general: in 2009, the Graduate School successfully negotiated with the State of Wisconsin legislature to waive FLAS fellows' tuition and fees exceeding the FLAS institutional payment; ES gladly notes that graduate stipends have been increased, allowing for better competitiveness with attracting the best applicants.

CES continues to track former FLAS fellows using ASAS II and GLOWS III (see Criterion G) to provide longitudinal data on FLAS impact and placements. We average 3- 5 applicants for each award made. Despite the pandemic’s major travel and instruction disruptions, CES disbursed 86% of FLAS awards in 2019-22. In 2019-20, 73% of awards were granted to women (63% in 2014-18). In 2019-22 nearly all (91%) AY and summer awards were for LCTLs (Dutch, Italian, Finnish, Portuguese, Danish, Swedish, Norwegian, Turkish, Arabic, Icelandic, Irish Gaelic), with the exception of 4 French and German awards for students in the professional schools (Public Affairs, Law) with high proficiency in other languages, whose students compose 30% of CES applicants.

**1. Advertisement.** IRIS and CES devote significant resources each fall to a FLAS publicity campaign, providing at least 8 (in-person, virtual) informational sessions to graduate and undergraduate applicants from November to January. Conrad visits classrooms for personal- level publicity (14 introductory European LCTLs visited, Fall 2021). The competition appears on 10 list-serves, Twitter, Facebook, the Graduate School, Office of Fellowships/Funding Resources, and is sent to graduate and departmental advisors. Flyers are posted prominently in ES departments, professional schools, and diversity offices. **2.Application Procedures.** Application is via a secure online system. Applicant records are accessible only by the IRIS and ES FLAS coordinators; files are released for ranking to the ES official ad hoc FLAS committee. The application includes name, major, academic record, financial need, proposed FLAS language, a statement of academic plans, career goals, prior language training, and need for European language study; transcripts; scores; a language evaluation; and two letters from faculty members able to judge the student's academic performance and

professional promise. **3. Selection Criteria.** FLAS awardees must be full-time graduate or undergraduate students in good standing, committed to ES and advanced language learning. AY recipients must enroll in the approved European language course and at least one other ES course each semester. Summer recipients must select a USED-approved intensive language program. CES uses a 100-point scale as the basis for selecting FLAS recipients (see Table H.1). The CES committee evaluates all applicants based on merit but gives competitive preference (FLAS Competitive Preference Priority 1) to applicants who demonstrate financial need as indicated by the students' expected family contribution (EFC) as determined by the Free Application for Federal Student Aid (FAFSA).

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| Table H.2.l CES FLAS Selection Criteria | |
| **Criterion** | **Possible Points** |
| Academic record (transcripts, GRE/LSAT/GMAT scores, letters of recommendation, language reference) | 35 |
| Strength of applicant's proposal and academic plans for language use | 40 |
| **Graduate Students:** Additional points awarded for applicants from underrepresented groups, underrepresented discipline (e.g., a professional school), or in M.A. programs aimed at careers in government service  **Undergraduate Students:** Additional points awarded for applicants whose professional career goals best demonstrate the need for and use of a LCTL | 10 |
| [Competitive Priority 2] **Graduate Students:** study of a LCTL at the advanced level, especially in national needs languages (Arabic, Finnish, Gaelic, etc.)  **Undergraduate Students:** study of advanced LCTLs by majors outside LCTL-offering departments (e.g., engineering, history, economics, sociology) | 10 |
| [Competitive Priority 1] Demonstrated Financial Need (EFC, or SAI) | 5 |
| TOTAL | 100 |

1. **Selection Committee.** The CES Fellowship Committee is an ad hoc committee reconstituted each year with 1 faculty representative each from the humanities, the social sciences, and professional schools with no repeat service for at least a decade. It operates under rules established by CES in accordance with FLAS guidelines and priorities. The committee compiles ranked lists of the candidates based on the criteria outlined in sub- section 3 above; CES makes FLAS offers based strictly on the committee's rankings. **5. Schedule.** FLAS competitions are announced in late November, applications submitted by

mid-February, and notifications made in early spring. **6. Priorities.** See Criterion J. for explicit explanation of FLAS competitive priorities.

# Criterion I: Program Planning and Budget

**1 And 2. Development Plan/TimeLine of High-Quality Activities.** CES will develop quality programming which grows intermediate and advanced foreign language acquisition and area studies proficiency overall, with particular focus on providing access to under- represented groups on and beyond campus. Wisconsin undergraduates, K-12 teachers, instructors from tribal and community colleges, and our local inner-city feeder community college (Madison), Navy and other ROTC students with Project GO connections, and CMN instructors in an indigeneity project, will be targeted with specific programming designed for their needs. Our central 2022-2026 NRC theme is “The Post-War Compact in Flux.” While certain programs may take 2 years to develop, the full range of activities elaborated will take place in each of the 4 years (see annual tables below, which are illustrative).

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| Table I.1: CES NRC New Courses | |
| Year | Course Title |
| **2022-23** | Turkish 3rd Year (APTLI) |
| Distance Finnish (w/Superior, Oulu) |
| **2023-22** | Turkish (APTLI) |
| Norwegian 3rd-yr |
| Portuguese 4th-yr |
| Problems in Comparative Data Privacy Law |
| **2024-25** | Turkish (APTLI) |
| Dutch 3rd yr |
| Intensive Finnish |
| Italian Immigrant Literature |
| **2025-26** | Turkish (APTLI) |
| Norwegian 5th yr |
| Portuguese 5th yr |
| Intensive Summer Icelandic |

* + 1. **Innovative Foreign Language.** In addition to creative novel programs on Sámi indigeneity with CMN and La Courte Oreilles, Dubois (Chair, GN&S) plans renewed nationwide summer intensive instruction of elementary Nordic languages. This initiative’s primary

objective is to encourage non-heritage, and hence more diverse, students into M.A. and doctoral- level Nordic languages and area studies. Currently, most elementary Nordic courses are offered only in smaller residential colleges with homogeneous student bodies (except for the Big Three,

Wisconsin, Berkeley, Seattle). “Norden-Sommar” will address this lacuna by combining NRC instructional resources (Wisconsin, Berkeley), particularly virtual ones, to offer one AY of 2 Nordic language summer instruction through WISLI each summer. This instruction will be targeted to interested graduate students nationwide, thus ensuring a more diverse pipeline of experts in Nordic topics. The CES budget devotes 17.5% of its annual budget to LCTL training, most of which will be at 3rd and 4th year levels (Italian, Portuguese, Dutch, Turkish), except for Norden-Sommar and possibly, intensive Icelandic.

* + 1. **Teaching across the Curriculum (FLAC)** With NRC funds, CES helps smaller departments explore innovative pedagogy and substantive foreign language content, especially online and distance learning of LCTLs such as Turkish, Finnish, Italian.

CES has 8 new FLAC sections scheduled for 2022-26, providing topical foreign language instruction to FIG and Constellations cohorts.

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| Table I.2: New CES FLAC Trailer Sections for First-Year Interest Groups and STEM Constellations | |
| **2022-23** | Migrants/Refugees in Germany and Beyond (Turkish) Klocke, Erbil; EU/US Comparative Perspective (French) Covington |
| **2023-24** | Mediterranean Food Culture (Italian) Menechella; Norwegian and Danish Populism (Norwegian) Krouk |
| **2024-25** | Portugal Since the Eurozone Crisis (Portuguese) Sapega; Preventing Gendered Violence in the EU and Globally (Spanish) Barnes |
| **2025-26** | Global Environmental Governance (Arabic) Nemet; The “New” German Problem (German) Bloch |

There is particular emphasis on: 1) STEM students, in conjunction with new FLAC library resources (e.g., Sustainable Food Cultures and Italian Farming, EU/US Migration, Indigeneity in Nordic Countries); and 2) on encouraging STEM-field undergraduates and pre-service SoE and MC trainees to achieve substantive knowledge in foreign languages. FLACs also ensure continued growth and diversification of student participants in programs already in existence, including increasing enrollments in our ILC language floors. Dedicated CES library acquisitions funds for LCTLs ensure updated materials upon instructor request.

# Increase Diversity and Access to ES Curriculum and Study for Under-

**represented Groups.** ES participates in an ID initiative to increase diversity in traditional study-abroad programs, which historically attract far more Western European heritage students than under-represented groups. With the Global Gateway program, we recruit minority students to European programs; from 2017-2020, the initiative has increased minority student participation in study abroad from 15 to 17%. CES will augment Global Gateway resources to reach high-school juniors and seniors outside Madison recruiting student attendees through a gender- and minority-student diversity effort. ES also focuses on providing a broader range of resources for students, including networking through our European Commission initiatives (Schumann Challenge, Eurochallenge), and increasing internship opportunities and access to experiential learning. CES is working on developing a 6-week summer intensive IAP program on EU/US affairs in Brussels (w/Ringe, Copelovitch, in Political Science).

Starting in 2018, the L&S “Constellations, Humanities Amplified” program targets STEM undergraduates, adding focus on communication skills and substantive context on the EU and global affairs which can be overlooked in their majors. Constellations allows for the promotion of higher language skills and the formal linkage of pure science to broader social concerns and market forces. In 2019-21, enrolled ES Certificate undergraduates numbered just under half the size of the IS major; ES will aim to increase the number of STEM field students with ES hidden concentration in 2022-26. FLAC and FIG sections will provide new resources to STEM undergraduates, for whom language and area studies instruction have been downplayed in favor of laboratory work.

* + 1. **Expand Interdisciplinary Course Offerings on Europe.** In 2022-26, CES will support 21 new courses, 6 in the professional schools, 6 in the social sciences, and 10 in the

humanities (some twinned w/science/social science, e.g. Biology, Horticulture, Anthropology). These courses will deepen knowledge of ES subject matter in programs with already substantial European expertise-in the Horticulture, SoE, CALS, Public Affairs, and Planning, and Landscape Architecture (P&LA). For majors in L&S, we intend to strengthen interdisciplinary courses in EU/US affairs (e.g., Educational Innovation in Sustainability Studies-Nemet) while not neglecting new approaches to the study of individual nations (Dutch [in]Tolerance). Humanities faculty select their own hard sciences colleagues, with incentive funds from our CES “new courses” and faculty travel/overseas engagement funds.

# Increase Teacher Training and Disseminate ES Knowledge through Outreach.

Our proposed budget devotes significant resources to innovative methods of outreach for public and university communities, particularly the training of statewide K-14 teachers. CES will integrate higher numbers of teachers, graduate students from Upper Midwest institutions, faculty from the Wisconsin technical and 4-year colleges and universities into our activities and will make our resources available to them. These include K-14 teacher training workshops at MSIs, including MC, CMN, Alverno College. CES is one of 9 members of WIRC, our outreach collaborative for Wisconsin’s area studies centers; WIRC members interface directly with representatives of the DPI, MSIs, community and tribal colleges. In 2022-25, WIRC will coordinate 2 regular programs annually; 1) professional development on a global theme that alternates between a focus on the needs of K-12 and MSI educators, and a biennial DPI Global Learning Summit, designed to provide lectures and book studies for high school teachers, along with workshops for high school students on global education themes. WIRC and CES also create the bi-annual series

entitled "Global Children's Literature Celebration.” This workshop will be offered in collaboration with MC, whose program prepares community college students for direct transfer to Wisconsin’s SoE. Topics aimed at these pre-service K-12 teachers and librarians including “Generation Climate Change: Teaching the Environment,” further trainings on technology and democracy (cybersecurity), and migrations. These events feature award- winning children's literature and authors and experts as appropriate. Stand-alone ES workshops will be continued at smaller venues such as high schools and the WAFLT conference. CES will also advertise and support two K-14 attendees at the annual program, Brussels-Lux Study Tour for Educators, co-sponsored with Pittsburgh through our respective JMEUCEs.

Finally, CES plans new speaker series, symposia, workshops, and pubic events on important events on our main theme, “The Post-War Compact in Flux.” Key thematic elements of the CES program include the erosion of the world order created in the aftermath of World War Two and the dissolution of the Soviet Union in 1989, including the diminishing capacity of states and international organizations to address new challenges ranging from the Euro Crisis, to the devastation of the pandemic on global economics, the weakening of long-term alliances including the UN and NATO, anxieties raised by digital warfare and privacy risks, and democratic backsliding in Europe (populism). CES has designed 4 annual themes with key faculty members to foster dialogue and diversity of views on these global issues, including (1) Autocracy or Democracy?: Governing in the Era of Multiple Truths; (2) The Pandemic and Philosophy; (3) Nation State Decline in Times of Sub- and Supra-National Challenges (Populism, Illiberal Democracy); and (4) Challenges to Equity and Justice: Linguistic, Socioeconomic, Environmental. Because CES makes use of our campus experts, and global off-

campus experts (WEDC, Alexander Hamilton Society, Brookings, AEI, Department of Defense), our programming ensures diversity of viewpoints.

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| Table I.1: Theme 1: Autocracy or Democracy?: Governing in the Era of Multiple Truths (2022-2023): Key Faculty: Bloch, Copelovitch, Ringe, Wagner, Global Legal Studies | |
| **EVENT** | **CO-SPONSORS** |
| **Competitive Preference Priority (Madison College)** | |
| Globalizing the K-12 Classroom | FIG w/SoE (Hawkins) |
| **MSI, Tribal College (Competitive Preference Priority)** | |
| Global lndigeneity Conference | CMN, Lac Courte Oreille |
| **K-12 Outreach (Absolute Priority 2)** | |
| Workshop, Europe: From Tyranny to Democracy, and back again? | CREECA, ROTC |
| Children’s Literature Summit | WIRC, DPI |
| **International Conferences** | |
| Minority and Ethnic Politics in the MENA and EU Regions | Middle East Studies, ROTC |
| European Union Economics and the IMF | La Follette, Economics |
| **NRC Activities** | |
| What is Life? The Humanities Since the Pandemic | F&I, Constellations |
| **Annual Symposia** | |
| 50th Anniversary of Stockholm | Law School, Global Legal |
| International Career Workshops for UGs | IRIS, IS |
| **Speaker Series** | |
| Border Crossers: Transnational Organizations and Influences | History, CGES |

In the rubric, “The Pandemic and Philosophy,” our CES faculty explore the ramifications of the pandemic on our ways and means of conceiving life, health, biology, and human reason in AY 2023-24.

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| Table I.2: Theme 2: Pandemic and Philosophy (2023-24), Key Faculty: Andersen, Dubois, Krouk, Miernowski, Menechella, Sapega | |
| **EVENT** | **CO-SPONSORS** |
| **MSI, Tribal College (Competitive Preference Priority)** | |
| Gender Equality Post Pandemic in Europe and Scandinavia | Alverno College, Nordic Council/GN&S+ |
| **K-12 Outreach (Absolute Priority 2)** | |
| Workshops: Globalization and Endangered Cultures, | WIRC, LACIS |
| Europe’s Historical Health Disasters: Lessons from the Past and Present | EPS, Population Health |
| **LCTL Project** | |
| Sámi Indigeneity | GN&S, Lac Courte (Dubois) |
| New Norwegian Identity | GN&S (Krouk) |
| **International Conferences** | |
| Sustainable Food Studies Network | Horticulture, F&I |
| **NRC Activities** | |
| Conference: What is Life? The Humanities Adjust to Pandemic | F&I, Philosophy |
| **Annual Symposia** | |
| Mediterranean Food and Sustainability: Pedagogy Workshops | F&I, Horticulture, Int’l Slow Food Movement |
| **Speaker Series** | |
| EU and the Global Economy | MITA, ACG |

With “Nation State Decline in Times of Sub- and Supra-National Challenges (Populism, Illiberal Democracy),” our experts focus on exile, refuge and migration. Work here also includes comparative EU/US gender, environmental, and human rights policy, all of which attract high student enrollments. This thematic focus aims to prepare undergraduates and in- service teachers for advanced knowledge of cultural difference and higher-level problem- solving skills necessary for success in for diplomacy, business, the armed forces, environmental and human rights, health, and NGOs.

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| Table I.3: Theme 3: (Borders in Flux: Nation State Decline in Times of Sub- and Supra-National Challenges [Populism, Illiberal Democracy], 2024-25) Key Faculty: Light, Conti, Rubel, Klocke, Chamedes, Ciancia, Mani | |
| **EVENT** | **CO-SPONSORS** |
| **MSI, and Title III/ V Initiatives** | |
| Apprenticeship and Higher Education | MC |
| **Community College Initiatives** | |
| Menominee College Symposium on Indigeneity | CMN, GN&S |
| Best Practices in Pedagogy for Language Learning | WAFLT, LI, WISL |
| **K-12 Outreach (Absolute Priority 2)** | |
| Workshop: Asylum, Exile and Refuge, for minority HS | DPI, Alverno |
| **Conferences** | |
| Politicization of Immigration | Navy ROTC, Project GO |
| EU Policymaking | JMEUCE, Brussels-Lux |
| **NRC Activities** | |
| Ideology of International Organizations since 1945 | History, CGES, ROTC |
| **Symposia** | |
| Global Environmental Governance | Public Affairs, Law |
| Education Innovations to Climate Change/Sustainability | EPS (Johnson) |
| **Speaker Series** | |
| EU Member States and Transnational Organizations | ROTC, MCFR, DPI |

The resurgence of ethnic nationalism in the last 5 years has made some decry the very future of democracy. This theme will include outreach, workshops and curriculum devoted to studies of comparative citizenship, the challenges European integration and globalization pose to traditional European identities, and investigation of new media (Facebook, Twitter) and its effects on European democracy and popular culture.

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| Table I.3: Theme 4: (Challenges to Equity and Justice: Linguistic, Socioeconomic, Environmental), 2025-26): Key Faculty: Thorleifsdóttir, Scheufele, Light, Copelovitch, Johnson, Barnes, Dubois, Ringe | |
| **EVENT** | **CO-SPONSORS** |
| **MSI, and Title III/ V Initiatives** | |
| Future of NATO | CCGA, VA, ROTC |
| **K-12 Outreach (Absolute Priority 2)** | |
| Generation Climate Europe and Extinction Rebellion: Europe’s Youth Demand More Than FIT for 55% | DPI, CALS |
| **IRIS Project** | |
| Technical College Course Development Workshop: Global Dimensions of Environmental Studies: Development of LCTLs | MC (Johnson), LI, WISLI |
| **International Conferences** | |
| Transatlantic Networks in Action: Comparative EU/US Legislative Networking | JMEUCE, Global Legal Studies |
| **NRC Activities** | |
| Globalization and Political Unrest | Washington-Seattle, Pitt |
| **Annual Symposia** | |
| Social Justice and the Environment | Law School Global Legal Studies Initiative |
| Europe and Energy Security | Engineering, Wisconsin Energy Institute (Wilson) |
| **Speaker Series** | |
| Annual Workshop on Global Health and Security | Population Health Sciences (Oliver), Sociology (Light) |
| Science, Public and Global Communication | Life Sciences Communication, Scheufele |

* 1. **Costs Reasonable in Relation to Objectives** and **4. Long-Term Impact.** The CES budget is effective as NRC funding constitutes a small, but critically innovative, portion of total cost. Title VI dollars amount to approximately 2% of total spending on ES at Wisconsin, yet they are vital dollars in terms of increasing diversity within our curriculum, and access and outreach to the K-12 and tribal college audiences. CES spends only 15% of its proposed budget on administration—Wisconsin supplies all other needs. Upwards of 34% of the proposed budget strengthens student and faculty programs by more thoroughly integrating ES across the curricula, funding faculty travel, joint projects with the sciences (Constellations), lecture series and conferences. Simultaneously, the impact of CES at university, regional, state, and national levels will be increased. Close collaboration with CGES, JMEUCE, and IRIS provides us with additional expertise, financial resources and connections to continue one of the most dynamic ES programs in the nation. This specialized

knowledge will reflect a diversity of views and foster dialogue on themes of national need (business competition, globalization, environment), and promote government service especially in the US/EU global context. CES expects the impact to the campus and region to be permanent, and to extend to transatlantic relations, business and diplomacy writ large.

**Criterion J: Competitive Priorities** CES meets the absolute and competitive priorities by

fulfilling its mission in all mandated areas, from promoting diversity of perspective through debate and dialogue, augmenting curricular, advising and professional opportunities for teachers, and programming partnerships with MSI’s, community colleges, and Tribal Colleges. Absolute Priority 1: CES maintains a strong tradition of inviting 75-90 diplomats, politicians, business specialists and academics to participate in its activities each year. These are the most highly qualified professionals, who represent diverse viewpoints and whose political affiliations are varied. These guests generate dialogue in the classroom, in the K-14 arena, and at business and other public events. Students and other campus affiliates and our "users" voluntarily attend events on international affairs. This training encourages government service in areas of national need (defense, business, diplomacy, law). Absolute Priority 2: CES teacher training activities on the language, languages, area studies, or thematic focus of the center. CES will strengthen ES curriculum and teachers in language and non-language instruction through 6-8 upper-level LCTLs courses (supported by on-line resources and teaching initiatives), 16 new ES courses offered in the humanities and social sciences, and 6 in professional schools. In collaboration with the SoE and IRIS, CES will offer at least 6 annual K-14 teacher-training workshops for Upper Midwest teachers to receive periodic re-training and ES curricular development. NRC Competitive Preference Priority: As illustrated in our program and budget sections, CES has proposes significant

new and sustained collaborative activities with MSIs, Tribal and community colleges (MC, CMN, Lac Courte Oreilles). CES will extend its current partnership with MC, which provides 21% of our transfer students, broadening access to the Passport Program (see letter of support, Appendix 4). New partner MSIs include the Lac Courte Oreilles Tribal College (See H. Outreach, p. 2). An annual grant competition for K-14educators to attend the Luxembourg-Brussels Study Program will provide valuable national and international networking and training; the standing partnership with CMN, will be extended to the Lac Courte Oreilles Band of Lake Superior Chippewa for indigeneity projects. The new Norden- Sommar Language Institute will broaden access to elementary Nordic languages nationwide.

**FLAS Competitive Preference Priority 1:** Applications that propose to give preference when awarding fellowships to students who demonstrate financial need as indicated by the students' expected family contribution (EFC), as determined under part F of Title IV of the HEA. Our annual competition will continue to evaluate all applicants based on merit, but give competitive preference (FLAS Competitive Preference Priority 1) to applicants who demonstrate financial need as indicated by the students' EFC. To assess the financial need of an applicant, the application will include an entry for the EFC (to be replaced by the Student Aid Index [SAI] in July 2023), as determined by the FAFSA. **FLAS Competitive Preference Priority 2:** Applications that propose to make 25% or more of AY FLAS fellowships in any LCTLs other than French, German and Spanish. CES routinely awards 95% of its grants in Western European LCTLs and may award 1-2 AY FLAS to professional school candidates per cycle, should an applicant demonstrate compelling need to learn French or German. CES meets requisite National Needs for area studies and language acquisition mentioned by the Departments of Health and Human Services, Commerce, Defense, State and Treasury.